



# Yorke Mead



**Yorke Mead Primary School**

## 8: Action Plan

### Making progress on equality issues

Priority issue and objective	Category	Diversity strand	Task	Responsibility	Review/impact assessment
1 To further accelerate the progress of PPG with a key focus on more able PPG	School improvement target 1	More able Pupil Premium Pupil Premium Children and SEND children combined	Those PPG children who are more able often fall behind their peers and do not achieve at the highest levels. These children need additional teacher focus to ensure they attain to the highest levels.  Too often the children who need the greatest support work with the least qualified staff. Moving forwards it is essential that PPG children and SEND children spent more time with the teacher during focused groups sessions.  PPG/ SEND pupils to work with the teacher daily!	HT INCO and leadership team	July 2018

*By the end of year 6 almost all PPG achieved positive progress scores, and whilst there is an indication that PPG may have a negative score overall this is in the main due to one child who struggled in reading and writing significantly.*

*Overall across the school progress of PPG and attainment is generally broadly in line with the non PPG – we have not yet consistently been able to accelerate progress beyond that of non PPG. Most High prior attaining PPG remain on track – other than current Y6.*

*There were no higher attaining PPG in Year 2 – all PPG in that year group have significant multiple barriers to their learning.*

*In year 6 8/12 PPG achieved EXS in RWM -2 of which achieved the higher standard in all areas. Individual subjects were stronger*

*Reading -9/12 EXS 4/12 Higher standard*

*Writing -10/12 EXS 3/12 Higher standard*

*Maths – 11/12 EXS 4/12 Higher standard*

*GPS – 10/12 EXS 4/12 Higher standard*

*This focus must continue next year – most notably due to the significant needs in the current Year 6*

**CONTINUE TARGET**

2	To raise attainment of pupils on FSM who are also SEN and so have a double barrier to learning	School improvement plan Target 1	Financially Disadvantaged pupils	Staff to focus on PPG children daily with the aim to be raising attainment from current 'good' progress to 'very strong' progress. Teachers to focus on individual children and their potential so that EVERY child can achieve to their full potential – this means ensuring more able PPG children remain achievement at the highest level and that good progress made in one year is not lost by average progress the following year.	HT, INCO and school leadership team	July 2018
Expected progress of individual PPG children £+ points/ year				<i>This group of children on the whole are making positive progress from generally low starting points. Strong support ensures they read to an adult more regularly than their peers.</i>		
<i>A number of children have social need as a second barrier – where their situation has been able to be addressed through intensive support from school or IFST they are making positive progress. There are a number of children that we have struggled to get engagement of parents and these children are still struggling.</i>						
<b>ADAPT TARGET TO INCLUDE OTHER DOUBLE BARRIER eg EAL, multiple settings and social need</b>						
3	Achievements of pupils with SEND	School improvement plan Target 1	Disability	Too often the children who need the greatest support work with the least qualified staff. Moving forwards it is essential that SEND children spent more time with the teacher during focused groups sessions.	SENDCo Teaching staff	July 2018
SEND pupils to work with the teacher frequently throughout the week and to have a 'double dipping' of key teaching.				Focus on curriculum delivery with age related expectations but support available to enable access to learning		

*SEND children are making strong progress across the school, often better than non-SEND. The impact of strong 1:1 support is evident and the SENDCo is extremely proactive in ensuring their learning plans are being actively targeted by teachers.*

*YM has a significant group of SEND children with complex needs supported by a EHCP. We currently have 7 EHCP's and a further 6 are in application process. There are two more to submit this term. This has a huge impact financially to ensure their needs are met. This is particularly true in Year 6 where we have 2 EHCP's already and will soon have 4 EHCP's plus a number of other children with significant needs. This is being addressed with smaller classes to maximise teaching time.*

4	Increase attainment in literacy for boys and maths in girls	School improvement plan Target 1 & 2	Gender	Work done so far has had a very positive impact on boys across the school – and on girls in Years 5 and 6. However, this work needs to continue as issues remain, in part due to stereotypical attitudes the children bring to school. It is essential the school reflects the positive gender roles for both sides.	HT and leadership team. INCO	July 2018
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*Generally there is no significant difference in attainment overall between boys and girls – but where there is a slight difference it tends to be that girls are stronger in writing and boys' maths. Reading overall is fairly even. Girls in current Year 6 are extremely quiet and will this term be supported by more individual gender teaching time e.g. 1 x PE lesson/week in order to raise their attainment and self- confidence.*

***CONTINUE TARGET – focused on the individual class needs rather than overall***

5	To effectively support the large group of adopted children at Yorke Mead to ensure they have positive school experience	School improvement plan Target 1	Disadvantaged	We recognise that pupils who have been adopted have faced significant trauma in their lives which impacts on their emotional wellbeing and on their education and life chances. At Yorke Mead we adapt policy and curriculum to ensure their needs are effectively met so that school has a positive impact on their lives.	INCO Pastoral TA Adopted children All staff	Ongoing
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*Generally the adopted children are making strong positive progress even if they are not able to meet EXS. There are currently few of them working at the higher standard, but given the time they have had and the emotional impact of their situation this is not surprising. The key thing we must do is ensure they leave us emotionally secure and with the right support in place for secondary school. It seems that we can support them well in our school but how they manage when they leave us is also an indication of the impact of our work.*

**CONTINUE TARGET – next steps explore PENN resilience programme**

6	Ensure vulnerable children who have emotional/mental health difficulties are appropriately supported	School policy	Mental Health	We recognise that for many reasons some children have emotional difficulties that impact on their own wellbeing and their ability to access their learning. The school and staff will ensure these children are well supported to reduce the impact on their mental well-being.	Pastoral Team All staff	July 2018
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*We now have staff trained to deliver lego therapy, drawing & talking and theraplay interventions. All staff are trained in STEPs training and we also have most staffed trained in emotion coaching. The school buys in play therapy/art therapy as required. Therapeutic support is the key structure of additional support and the behaviour for learning policy is built around positive behaviour strategies.*

**CONTINUE TARGET – ensuring new staff are fully inducted**

7	To ensure school presents positive images for the achievements of all cultures, religions and ethnic backgrounds	School improvement target 3	Cultural diversity	Establishing positive images of all cultures is essential. This includes positive images of black people who have overcome diversity; of different religions/cultures who	Inco	Ongoing
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*Staff endeavour to have a range of resources depicting cultures, ethnic backgrounds, religions etc. There is probably scope to complete a full assessment of classroom resources.*

*We have introduced positive images through the celebration of Black History Month each year and encourage the celebration of difference.*

**CONTINUE TARGET**

8	To maintain regular review of the accessibility plan	DDA	Disability	School business manager to maintain the accessibility plan keeping positive eye on the changing needs of the YM community.	School Business Manager	On going
<i>On-going.</i>						
9	Policy review	Statutory	All	Continue to ensure annual review of policy and reporting of impact assessments.	Leadership team	Ongoing
<i>Each policy, as reviewed, has an impact assessment complete</i>						
10	Stakeholder consultation	Statutory	Disability Gender Ethnicity	Ensure consultations with all stakeholders include diversity strands. Conduct more detailed questionnaire during parent evening every 2 years	Governors	Ongoing
<i>This is due this year</i>						
11	Impact assessment	Statutory	All	Ensure consistent reporting to GB and return of statutory proforma to LA and DCSF when required.	HT and leadership team.	Ongoing
<i>Done as part of policy reviews</i>						
12	Communication and publishing	Statutory	Disability Gender Ethnicity	Ensure communications with the school community are accessible and easy to read, Update our website to include more explicit reference to our commitment to equality and diversity, Tell the school community about equality plan and make appropriate copies. Investigate service for translating documents into other languages	Ht and GB	On going
<i>Twitter introduced and update of website to include dates for further ahead</i>						